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ABSTRACT

This is an annotated bibliography on topics related to reentry women. Topic categories include general and administrative issues, programs and services, needs assessment and evaluation, counseling and personal development, career planning and job placement, curriculum and instruction, admissions and recruiting, and financial aid. Annotations cite relevant journals, specific journal articles, and ERIC documents from 1975-1985. Some annotations describe how to procure the document. (ABL)

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ED267344

RE-ENTRY WOMEN: ANNOTATED BIBLIOGRAPHY

by

Patricia Lamb Porterfield, A.S., B.S., M.R.C.

A SPECIAL PROBLEM

IN

COLLEGE STUDENT PERSONNEL

Submitted to the Coordinator of
Community College Programs
in Partial Fulfillment
of the Requirements
for the Degree
of

SPECIALIST IN COLLEGE STUDENT PERSONNEL

Approved

Program Coordinator
Mitchell M. Masters, B.S., M.A., Ed.D.

CG 018924

Arkansas State University

December 1985

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Running Lead: Re-Entry Women

General and Administrative

Bowen, H. R. (1980). Adult learning, higher education and the economics of unused capacity. New York: College Entrance Examination Board.

This report previews the demographic situation, comments on three past periods of unused capacity, and outlines four options for colleges: (1) redirect resources toward higher quality; (2) redirect resources toward research and public services; (3) redirect resources toward new student clienteles; and (4) retrenchment. Bowen also discusses 12 principles and proposes guidelines to higher education institutions for accommodating older students. Available from College Board Publications, C33 Box 886, New York 10101 (33 pages).

Chickering, A. W. (1980). Adult development: A workable vision for higher education. Current Issues in Higher Education, American Association for Higher Education, 2 (October 1) 1-12.

Adult development as a purpose for higher education faces questions of desirability and practicality. The author explores these questions and concludes that intentional emphasis on adult development is consistent with the principal educational goal of shaping human lives in a positive way.

College Entrance Examination Board. (1979). 350 Ways Colleges are Serving Adult Learners. New York: Author.

Suggests ways in which colleges can serve adult part-time and full-time learners. Recommendations cover an extensive range of issues affecting adult learners including needs assessment, program and course development, admissions and registration procedures, support services and financial aid. Also includes strategies for recruiting and training faculty and for institutional self-evaluation. Available from College Board Publication Orders, Box 886, New York, NY 10101 (47 pages) $2.00.

College Student Journal, a journal pertaining to college students, publishes original investigations and theoretical papers dealing with college student values, attitudes, opinions, and learning. Published four times a year, subscriptions are $22 for individuals, 1362 Santa Cruz Ct., Chula Vista, CA 92010.

Articles about re-entry women.

Spring 1983, 17(1) 55-60 Holistic approach to orientation.
Fall 1981, 15(3) 234-238 Recruiting and retaining strategies.
Spring 1980, 14(1) 2-4 College at middle age.
Winter 1979, 13(4) 315 Techniques for changing locus of control.
Spring 1979, 13(2) 145-152 Reentry women and their families.

Continuing Education for Women Center. (1983). Continuing education for women: Administrator's Handbook (1983). Washington, D.C.: The George Washington University.

Offers guidelines on setting up and running an effective counseling service, and suggestions for developing credit and noncredit programs that meet adult women's needs. Available from The Women's Educational Equity Publishing Center, U.S. Department of Education. (800-225-3088), (116 pages) $4.50.

Cross, K. P. (1980). Our changing students and their impact on colleges: Prospects for a true learning society. Phi Delta Kappan, 61(May) 627-630.

Trends in changing student populations, changes in college course offerings, and institutional survival tactics are discussed. Recommendations include a federally funded system of "education information centers" to provide information to students, provide consultation to colleges, and help planners provide economical lifelong learning opportunities to both the "haves" and "have-nots."

Eliason, C. (1980). Resource roundup: Women in community and junior colleges. (ERIC Document Reproduction Service ED 196 456.)

This annotated resource review cites 99 works or programs with particular relevance to educational opportunities for women at community colleges, community college equity research, and the administration of equity policies. Information concerning the availability and price of most of the resources is included in the entries.

ERIC Document Reproduction Service No. ED 125 727, 217 804.

Education Department Center. (1977). A handbook for administrators of continuing education for women programs.

Newton, MA: Education Department Center. (ERIC Document Reproduction Service No. ED 192 684.)

Outlines elements and issues of the administration of programs, counseling services, program development, evaluation services and community services. Sample charts and forms are appended. (55 Chapel Street.)

Hall, R. M. (1980). Re-entry women: Part-time enrollment, full-time commitment. Field Evaluation Draft. (ERIC Document Reproduction Service No. ED 196 335.)

Suggestions on what the institution can do are provided in the following areas: recruitment, admissions, registration, financial aid, transfer policies and residency requirements, flexible course scheduling, graduate study, and support services. An annotated bibliography is included.

The Journal of the National Association for Women Deans, Administrators and Counselors is a quarterly publication of articles of special interest to women, and which may be useful to student personnel administrators, deans, counselors and educators. Single copies are available at $6 and annual subscription at $12 from NAWDAC, 1625 Eye Street, N.W., Suite 624-A, Washington, DC 20006.

Articles on Re-entry Women.

Spring 1985, 48(3) 22-27, Retention strategies .
Winter 1984, 47(2) Women in sports, entire issue.
Summer 1984, 47(4), 3-7, Adult basic education.
Spring 1983, 46(3), 23-27, Opportunities network
Summer 1983 46(4), Continuing education for women, entire issue.
Winter 1983 46(2), Sexual harrassment on campus, entire issue.
Spring 1982, 45(3), 9-15, A Cinderella Tale.
Spring 1981, 44(3), 29-36, Programming college experiences.
Fall 1981, 45(1), 25, Model for Serving Adult Women.
Fall 1981, 45(1), 26-31, Personal Growth & Vocational Maturity.
Fall 1980, 44(1), 26-32, Conflicts in male and female student roles.

The Journal of College Student Personnel contains information about ways of improving student services at postsecondary institutions in addition to articles regarding research and

other professional issues of common interest to college student personnel officers.

Published bi-monthly, annual subscriptions are available at $7 for members of the American College Personnel Association (ACPA) and at $15 for non-members. Copies of single issues are available for $4. American Personnel and Guidance Association, 2 Skyline Pl., Suite 400, 5203 Leesburg Pke, Falls Church, VA 22041.

Articles about reentry women:

May 1984, 25(3), 251-254, Depression and negative life events.
January 1983, 24(1), 79, Women's career conference.
March 1983, 24(2), 144-147, Educational aspiration & self-esteem.
March 1983, 24(2), 162, Women alone, an innovative curriculum.
July 1983, 24(4), 372-374, Support for mature students.
September 1982, 23(5), 446-448. Programs on nontraditional students at major conventions of college student personnel staff.
March 1982, 23(2), 140-143, Attitudes of younger students toward older students.
January 1981, 22(1), 31-36, Personal identity, independence, & goal orientation training program.
January 1981, 22(1), Attitudes of Black college women and reentry women.
January 1980, 21(1), 65-73, Needs of adult women students.
September 1980, 21(5), 414-419, Mid-life developmental profile.
November 1979, 20(6), 475, Profile of older students.
November 1979, 20(6), 479, Needs of reentry students.
January 1985, 26(1), 33-36, Comparison of female & male non-traditional students.
July 1985, 26(4), 368, Role models & mentors: community resources.
November 1985, 26(6), 496, Feminist therapy: a career counseling model.

Knefelkamp, L., Widlick, C. & Parker, C. (eds.). (1979). New directions for student services: Applying new developmental Findings. San Francisco: Jossey-Bass.

Recommended as an aid for faculty and staff as they prepare for their responsibilities in working with adult students.

Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Bernice Sandler, Director. 202-387-1300.

Fifteen papers (3 packets) were developed in 1980-81 examining institutional policies that inhibit re-entry women students. Each $5 packet contains five papers which include an introductory overview, a description of the problem, its implications, recommendations, a bibliography and list of resources.

Tittle, C. K., & Kenker, E. R. (1980). Returning women students in higher education: Defining policy issues. New York: Praeger, 213 pages.

This volume begins with a review of the development of women's education, a summary of research, and a discussion of barriers, various programs and services. Institutional and public policy issues for improving the climate for re-entry women are discussed.

Programs and Services

Astin, H. S., (Ed.) (1976). Some action of her own: The adult woman and higher education. Lexington, Mass.; Lexington Books.

Analyzes continuing education programs for women at 15 institutions of higher education and the impact these programs have had on the women and on the institutions sponsoring these programs. Provides historical background of the development of continuing education programs for women and discusses future trends.

Center for Women's Opportunities, American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036.

Provides research, publishing, and technical assistance to two-year colleges on issues such as vocational/occupational education, affirmative action, and Title IX. Assists with program development and staff training on needs of female students.

Creange, R. (1980). Field Evaluation Draft. Student support services: Re-entry women need them too. (ERIC Document Reproduction Service No. ED 196 338.

Barriers re-entry women often encounter as they attempt to use basic support services at colleges and universities are described, and ways in which the accessibility and quality of such services may be improved are suggested. A selected list of resources is included.

Cross, K. P. & Zusman, A. (1977). The needs of nontraditional learners and the responses of nontraditional programs. Center for Research and Development in Higher Education. (ERIC Document Reproduction Service ED No. 150 900.)

Includes a discussion of the accessibility of education to nontraditional students, a profile of their educational needs, and types of program responses at institutions around the country.

ERIC Document Reproduction Service Nos. ED 101 796, 111 950, 125 706, 143 899, 163 856, 167 021, 174 295, 181 856, 185 934, 185 935, 185 936, 214 780, 220 389, 227 911, 262 870, 263 325, 267 274, 264 111, and 264 118.

The Fund for the Improvement of Postsecondary Education Projects/ Women. Reports from the Fund. (1977). (ERIC Document Reproduction Service No. ED 162 580.)

The history of women's programs of the Fund for the Improvement of Postsecondary Education is outlined, giving information on the kinds and scope of proposals received and funded.

Girard, K. L. (1979). Developing women's programs, Everywomen's Center, University of Massachusetts, Amherst, Educational Development Center, Newton, Massachusetts.

Presents results of a workshop on program development, planning and implementation. Covers needs assessment, selecting program objectives. Suggests program approaches and program activities, as well as evaluation techniques. Available from The Women's Educational Equity Publishing Center, U.S. Department of Education, 49 Chapel Street, Newton, MA 02160 (40 pages) $.75. (800-225-3088).

University of Maryland Counseling Center. (1983). Second wind: A program for returning women students. College Park, Maryland.

A manual for administrators, counselors, and women's groups seeking to help returning adult women students adjust to academic life and remain in school. Covers counseling for personal problems and peer counseling. Available from The Women's Educational Equity Publishing Center, (800-225-3088) U.S. Department of Education (116 pages) $4.50.

Wheaton, J. B., & Robinson, D.C. (1983). Responding to the needs of re-entry women: A comprehensive campus model. (ERIC Document Reproduction Service No. EJ 291 125.)

Discusses characteristics of reentry women and barriers to their success. Presents a comprehensive model to include outreach programs, orientation, financial aid, child care, counseling and support groups.

The Women's Educational Equity Publishing Center. (1980). Returning students. Washington, D.C.: U.S. Department of Education, (800-225-3088).

Provides materials for counselors, educators, and administrators who work with adult women students re-entering school or the work force. This training package includes several books, Continuing Education for Women, Displaced homemakers, Vo-tech workshop guide, Life skills for women in transition, Second wind, and Single mother's resource handbook. $34.60.

Needs Assessment and Evaluation

Adelstein, D., et al. (1979). Dimensions underlying the characteristics and needs of returning women students. (ERIC Document Reproduction Service No. ED 216 597.)

Demographic characteristics, psychological needs, and program needs of a random sample of returning women students at the University of Maryland, College Park, were assessed.

Commission on Higher Education and the Adult Learner. Postsecondary education institutions and the adult learner: A self-study assessment and planning guide. Produced jointly with American Council on Education, Council for the Advancement of Experiential Learning, National University Continuing Education Association, and the University of Maryland University College.

Part I, a users handbook, and Part II, a self-study instrument, are for use by postsecondary education institutions as they serve, or plan to serve, adult learners. Available from Commission on Higher Education and the Adult Learner, Columbia, Maryland. Institutional self-assessment workshops schedules are available.

Cross, K. P. (1979). The missing link: connecting adult learners to learning resources. New York: College Board Publications.

Analysis based on results and recommendations of 30 state surveys of adult learner needs and related research reports. Recommends easing of access to learning resources, dissemination of information about learning opportunities, and provision of counseling and referral services.

Cross, K. P. (1981). Adults as learners: increasing participation and facilitating learning. San Francisco: Jossey-Bass.

Reports results of survey on adult learners including: (1) who participates in adult education, (2) why they do or do not participate; (3) and what they want to learn. Cross also discusses issues in recruitment of adult students and various theories which facilitate adult learning.

ERIC Document Reproduction Service Nos. ED 104 495, 150 900, 151 176, 156 276, 165 585, 165 600, 167 199, 169-967, 204 177, 220 128, 245 613, 226 767, 290 485, and 295 610.

Frost, M.E. (1980). Toward understanding the needs of college students who delay entrance. Paper read at American Psychological Association, Montreal, September 1980, 13 pages.

At the University of Washington , students answered questions from a Return to Education Survey during a personal interview. Includes a discussion of results.

Malin, J.T., et al. (1980). Factors affecting the performance and satisfaction of adult men and women attending college. Research in Higher Education, 13, (2) 115-130.

At the University of Houston, the questionnaire responses of students 25 years or older were used to test predictors of college GPA, satisfaction with college, and affective changes resulting from college.

Osterkamp, D., & Hullett, P. (1983). Re-entry women and part-time students: An overview with relevant statistics. (ERIC Document Reproduction Service No. ED 246 970).

Using information obtained from a variety of field evaluations, this paper reviews social trends that underscore the need for increased focus on re-entry women students in community colleges and proposes the development of a re-entry program at Bakersfield College to address those needs. Focuses on recruitment, orientation, advising, admissions assistance, counseling, career development in non-traditional fields, child care, financial aid, and job placement.

Peterson, R. E. et al., (1979). Lifelong learning in America: An overview of current practices, available resources, and future prospects. San Francisco: Jossey-Bass.

Synthesizes and interprets findings from over thirty large-scale surveys of the interests, preferences, and characteristics of adult learners; includes an extensive resource section.

Simpkins, T.C., & Ray, J.W. (1983). What makes the difference with re-entry women--program content or program structure? Journal of General Education, 35 (2), 99-109.

A questionnaire on personal characteristics and attitudes was sent to 500 randomly selected reentry women students at City University of New York. Their responses suggested that the content of the program was more important than its structure.

Thompson, H.H. (1985). The ready-for-prime-time players: Colleges cater to the adult schedule, Educational Record, Summer, 33-37.

Reports on results of several needs assessment surveys and their implications. Topics covered include scheduling strategies, weekend classes, time patterns, class locations, flexible curriculum, and degree programs. Bibliography included.

Walsh, P.A. (ed.). (1979). Serving new populations. San Francisco: Jossey-Bass.

Describes ways of evaluating existing programs, activities, and services to determine how responsive they are to the needs of such special populations as older adults, the handicapped and women.

Counseling and Personal Development

Center for Women's Identity Studies, Chicago State University, 95th and King Drive, Chicago, IL 60628.

The staff has developed and tested six products for counseling women to be used by current practitioners and in training programs for future counselors. (321-995-2021)

College of Education and Home Economics. Developing interpersonal competencies in educational leadership, Cincinnati, OH: University of Cincinnati.

The project has developed validated and disseminated four prototypic training modules on androgyny, assertion, power, and leadership for use in educational administration and counselor education.

Cooperative Education Division. (1983). Learning from experience: A handbook for adult women students. Long Island City, New York: LaGuardia Community College.

Designed to help the adult woman student become her own resource, this handbook is a self-help guide and a companion to work-experience programs. Available from the Women's Educational Equity Publishing Center, U.S. Department of Education. (800-225-3088).

ERIC Document Reproduction Service Nos. 154 853, 186 786, 187 255, 187 369, 209 600, and 251 006.

Know, Inc. (1982). How about a little strategy? An idea book for mothers in school or training. Pittsburgh, PA.: Available from the Women's Educational Equity Publishing Center, U.S. Department of Education. (800-225-3088)

A how-to book for developing problem-solving strategies for adult women returning to school. It provides concrete solutions to problems such as finding financial aid, arranging child care, etc. Includes listings of pamphlets, books, and national organizations for mature women students.

Kahnweiler, J.B., & Johnson, P.L. (1980). A midlife development profile of the returning woman student. Journal of College Student Personnel, 21 (September) 414-419.

Seven midlife developmental concerns are discussed in the literature on the returning woman student. There are introspection; physical development and appearance; awareness of time limitations; changes in the roles as mother, as wife, and as child; and feelings of uniqueness. These concerns were tested at Florida State University. The results revealed that significant concerns were introspective concerns, concerns about changes in the role as wife, and concerns about physical development, appearance, and the future.

Kirk, C.F., & Dorfman, L.T. (1983) Satisfaction and role strain among middle-age and older re-entry women students. Educational Gerontology, 9 (January-February), 15-29.

Reports the results of survey research on re-entry women at the University of Iowa. Helpfulness of faculty attitude and support from friends were the strongest predictors of satisfaction of student role.

Roehl, J.E. (1980). Self-concept and the re-entry woman. Lifelong Learning, 3 (June) 12.

Re-entry women can better cope with the anxiety and tension of returning to college if they have a positive self-concept. Peer-group feedback, special courses, and teachers can facilitate the development of self-confidence by such techniques as encouraging students, accepting them as they are, stressing their independence, avoiding destructive criticism, and recognizing their progress.

Weathersby, R.P., & Tarule, J.M. (1980). Adult development: Implications for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, American Association for Higher Education. (58 pages.)

This monograph combines a survey of adult developmental theory with its application to and implications for higher education. An extensive bibliography is appended.

Weinstein, L., et al. (1980). The counseling needs of re-entry women. Field Evaluation Draft. (ERIC Document Reproduction Service No. ED 194 832.)

Concerns need for academic, personal and vocational counseling programs specially designed for re-entry women. Counseling and support services for special populations among re-entry women are discussed as well as sex bias in testing and the

legal implications of Title IX of the Education Act of 1972 and the Age discrimination Act of 1975, which prohibit sex and age discrimination in programs at institutions receiving federal funds. Contact the Women's Re-Entry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-1300.

Career Planning and Job Placement

Aslanian, C. B. (1980). Adult access to education and new careers: A handbook for action. Princeton: College Entrance Examination Board.

Designed for use in the development and administration of a career development program for adults. Focuses on all aspects of such programs including objectives, services, materials collection, facilities, staff, finances, marketing, and evaluation.

Farmer, H. S., & Backer, T. E. (1975). Women at work: A counselor's sourcebook. (ERIC Document Reproduction Service No. ED 127 521.)

Provides counselors with information regarding career opportunities for women, legal rights of women and counseling strategies and techniques. Included are a list of references, appendices, subtopic titles, and charts and tables.

Harrison, L. R. (1976). Career guidance for adults: Focus on women and ethnic minorities: A planning manual and catalog of programs. (ERIC Document Reproduction Service No. ED 124 687.)

The document contains two major sections: a 210-page catalog of viable approaches to adult career planning and development, preceded by a 25-page manual designed to facilitate use of the catalog and also to assist in planning or improving adult career guidance programs.

New Mexico Commission on the Status of Women. (1983). How women find jobs: A guide for workshop leaders. Albuquerque, New Mexico: Author.

Helps counselor set up a practical, effective workshop, survey the job market, publicize the workshop, find students, and lead activities. Activity sheets in English and Spanish. Available from The Women's Educational Equity Publishing Center, U.S. Department of Education. (800-225-3088)

Ostrand, K. D. (1985). Demographics and the women's market: Future possibilities. Paper presented in proceedings of the Third Annual Conference, Non-Credit programs in higher educa-

tion: Development, implementation, and quality control. October 23-24; 16, 138-146.

Presents demographics of women in the labor market, wage differientials between male and female occupations and employees, and continuing education needs of women. Footnotes and references are included.

Curriculum and Instruction

Apps, J. W. (1978). Study skills for those adults returning to school. New York: McGraw-Hill.

Includes how to learn, take notes, take examinations, improve reading and writing ability, improve thinking ability, build vocabulary, use resources, improve the system, etc.

College Entrance Examination Board. (1980). Credit by examination comes of age: Implications of AP and CLEP for colleges, schools, and students. New York: Author.

Subjects addressed are: the economics of credit by examination, development in policies, interinstitutional aspects, measurement, historical perspective, and future prospects. Selected reading lists follow some sections. Available from CBP, Box 886, New York, NY 10101. (168 pages) $10.95. (ERIC Document Reproduction Service No. ED 176 669.)

ERIC Document Reproduction Service No. ED 167 223.

Fisher-Thompson, J. (1980). Barriers to re-entry women: College transfer policies, residency and graduation requirements, Field Evaluation Draft. (ERIC Document Reproduction Service No. ED 189 909.)

Suggests ways in which institutions can be more responsive to the needs of re-entry students are suggested. The following topics are considered: credit by examination; legal considerations; admissions; counseling; registration; other student services, etc. A selected list of resources is included.

Fisher-Thompson, J. (1980). Re-entry women and graduate school, Field Evaluation Draft. (ERIC Document Reproduction Service No. ED 196 336.

Several ways in which institutions can be more responsive to the needs of re-entry students are suggested. The following areas are covered: admissions, part-time study, financial aid, support systems, career planning, and improving the employment prospects of women with graduate degrees. An annotated bibliography and information on Title IX of the Education Amendments, the Public Health Service Act, the Age Discrimination Act of 1975 are included.

Galerstein, C., & Chandler, J.M. (1982). Faculty attitudes toward adult students. Improving College and University Teaching, 30 (Summer) 133-137.

At the University of Texas, Dallas (UTD), 54 of the 183 faculty members participated in an open-ended confidential interview concerning their attitudes toward adult students. Results and implications are discussed.

Knox, Alan B. (1977). Adult development and learning: A handbook on individual growth and competence in the adult years for education and the helping professions. San Francisco, CA: Jossey-Bass.

Provides an overview of adult development and learning, including information about the circumstances under which adults learn most effectively, and how development and learning are affected by family roles, social activities, education, occupation, personality, and health.

Research Foundation of CUNY. (1979). Re-entry curriculum guide for adult learners. New York, NY: Brooklyn College.

A project to develop cognitive skills in language arts and mathematics and to build confidence in nontraditional adult women returning to post-secondary institutions, low income women, and minority women. The guide will help faculty and administrators to meet the needs of these learners. (505 Park Avenue)

Smith, R. M. (Ed.). (1983). Helping adults learn how to learn. San Francisco: Jossey-Bass.

Explores ways to improve study and learning skills through analysis of personal learning styles. Presents effective training exercises in such areas as note taking, exam taking, reading, and writing.

Admissions and Recruiting

College Board Publications. (1985). The admissions strategist: recruiting in the 1980s. No. 3: Special issue on adult recruitment. New York: Author.

This publication reports on marketing strategies to attract the increasing numbers of adult students on American college campuses estimated to account for half the student body by 1992. Provides strategies and techniques for media campaigns, assessing demand, finding financial aid, etc. College Board Publications, C33, Box 886, New York 10101 (74 pages), $6.

Haponski, W. C. (1983). Recruit and retain adult students. The challenge of the 80's--and beyond: To create new faces in your classrooms and keep them there! Research Report, New York: ETC Associates.

A how-to article on designing a successful recruitment method is an orientation program that (1) has visibility in the community, (2) attracts a sufficient number of participants, (3) provides detailed accurate information, (4) gives assurance and assistance in overcoming obstacles and (5) inspires participants to act. ETC Associates, Box 118, Oneida, NY 13421. (99 pages) $2.50.

Weinstein, L. (1980). Recruitment and admission: Opening the door for re-entry women. Evaluation Draft. (ERIC Document Reproduction Service No. ED 193 981.)

Problems in the recruitment and admission of re-entry women are identified, and ways in which institutions can be more responsive to these students are suggested. Legal considerations include Title IX, the Public Health Service Act, and the Age Discrimination Act of 1975. A selected list of resources is included.

Financial Aid

American Association of University Women. (1976). Educational Financial Aids. Washington, D.C: Author.

Focuses on non-federally-funded fellowships, scholarships and internships in higher education which are specifically geared to women.

Bowman, J. L., & Van Dusen, W. D. (1978). The determination of the financial needs of adult part-time students in postsecondary education. Princeton: Educational Testing Service.

Discusses the financing of postsecondary education for adult learners, provides policy alternatives and outlines an agenda for further study.

Business and Professional Women's Foundation. (1978). Financial aid: where to get it--how to use it. Washington, D.C.: Business and Professional Women's Foundation.

Lists information about grants in a wide variety of fields and includes a bibliography of general financial aid directories. (202-293-1200)

Byrd, L. E., & Smith, C. J. (1979). Selected list of post-secondary education opportunities for minorities and women. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education.

Provides information on loans, scholarships and fellowships for minorities and women, as well as suggestions for preparing for higher education.

Caliendo, N., & Curtice, J. K. (1977). "Title IX: A guide for financial aid administrators," The Journal of Student Financial Aid, 7(2), 32.

Designed to provide student financial aid officers with guidance for complying with Title IX. Contains an extensive checklist.

Dunkle, M. C. (1980). Financial aid: Helping re-enty women pay college costs: What institutions can do to provide financial

resources to women re-entering the educational system. Field Evaluation Draft. (ERIC Document Reproduction Service No. ED 193 980.)

Problems and barriers to financial aid that commonly face women re-entering the educational system are identified, and ways in which higher education institutions can be more responsive to the financial needs of re-entry women students are suggested. Information is presented on six major student assistance programs, sources of private funding, and assistance available for welfare recipients, the underemployed, and the unemployed. A list of resource materials is included. Contact the Women's Re-entry Project, Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.